



COMMONWEALTH *of* LEARNING

COL in the Commonwealth

**2012–2015
Tanzania**

Acknowledgements

All COL Education Specialists and their Programme Assistants as well as CEMCA colleagues have contributed to the development of the country reports which make up the volume *COL in the Commonwealth: 2012-2015 Country Reports*. This country report is an excerpt from the volume. The following people are thanked in particular for their role in the design and publication of these reports.

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Foreword


COL in the Commonwealth: 2012-2015 Country Reports summarises COL's activities over the last three years (2012-2015) and captures what we have achieved in each Member State and across the Commonwealth.

This volume is the result of a collaborative process that began in 2011 with extensive partner consultations. Following these consultations, a *Country Action Plan* was developed to guide COL's work in each country. The reports contained in this volume describe the implementation of these plans and highlight COL's achievements during this three year plan.

The reports cover all Member States of the Commonwealth, showing not only what COL has done in developing countries but also how its work aligns with the international development priorities of Australia, Canada, New Zealand and the United Kingdom. The reports are grouped under four regions: Africa and the Mediterranean, Asia, the Caribbean and the Pacific. Each regional section contains a brief regional report as well as the reports for each country within that region. The Pan-Commonwealth section describes COL's Initiatives, under the two sectors: 'Education' and 'Livelihoods and Health'. The reports for this triennium categorise COL activities according to our five core strategies: partnerships, capacity, materials, models and policy, in order to better present how our work contributes to outcomes. 'COL in Action' highlights real life examples to illustrate how COL's work impacts on people, groups and institutions in developing countries.

Most of the initiatives that COL pursued during this triennium are showing demonstrable results in expanding and improving opportunities for education and training, building healthier communities, helping rural communities achieve greater prosperity, and contributing to skills development. As the external Impact Evaluation report states: 'COL has had a major impact on individuals including farmers...faculty members, institutional leaders in formal and non-formal learning, selected policy makers and educational administrators'(S. Murgatroyd with J. Tully, 2015). The external Outcome Evaluation concludes that 'all the Initiatives moved successfully forward, on time and within budget' (N. Kemp and G. Farrell, 2015). Both evaluations confirm that COL is highly respected and well regarded in the field.

The production of *COL in the Commonwealth: 2012-2015 Country Reports* was made possible through collective effort and collaboration. Partners on the ground have diligently provided updates to COL. COL staff have tracked and assessed results obtained from partners through a thorough monitoring and evaluation process. COL's advanced knowledge management systems have enabled us to capture information from numerous sources and synthesise this into the reports that make up this volume. I must particularly commend Alexis Carr for her diligent work in filtering the masses of raw data and converting them into a coherent and meaningful narrative.



Professor Asha S. Kanwar
President and Chief Executive Officer
Commonwealth of Learning



TANZANIA



CONTEXT

A country of about 49 million people in East Africa, Tanzania has made significant progress towards achieving universal primary education in recent years. Tanzania has a long association with COL, particularly through the Open University of Tanzania, and is a regular contributor to COL's budget.



AGREED PRIORITIES

- ▶ Provide eLearning for Open School practitioners who develop ODL study materials and curriculum
- ▶ Offer teacher professional development in Science and language subjects (SE) through ODL upgrading
- ▶ Offer training in eLearning and use of ICTs
- ▶ Establish a National ODL Quality Assurance System
- ▶ Strengthen the UNESCO–COL chair
- ▶ Support collaborative Open Schooling research in use of mobile phones and vocationalisation of secondary education



OUTCOMES ACHIEVED BY COL

- ▶ 42 courses added to the Learning Management System at the Open University of Tanzania
- ▶ Quality Assurance Framework developed
- ▶ Capacity-building and networking developed through the UNESCO–COL chair
- ▶ Replication of Lifelong Learning for Farmers Model



COL'S WORK RELATED TO MDG TARGETS

National MDG Targets Addressed by COL

- ▶ Make available the benefits of new technologies, especially for information and communications
- ▶ Promote gender equality and empower women
- ▶ Eradicate extreme poverty and hunger

COL's Work on Tanzania's MDG Targets

- ▶ Capacity-building, materials development and policy support for sharing open educational resources (OER) and promoting ODL are underway
- ▶ At Mbeya University of Science and Technology (MUST), female enrolment has been increased by 100% through access programmes targeting women
- ▶ The Lifelong Learning for Farmers model aims to empower women and improve the livelihoods and food security of participants
- ▶ Capacity-building, materials development and policy support for sharing open educational resources (OER) and promoting ODL are underway.



QUICK NOTES

COL Focal Point:

- ▶ Dr Fidelice M.S. Mafumiko, Institute of Adult Education

Notable Mention:

- ▶ Professor Tolly Mbwette, Vice Chancellor of the Open University of Tanzania is a COL Honorary Advisor and a COL-UNESCO Chair in Open and Distance Learning (ODL)

Areas of COL's Work in Tanzania:

- ▶ Open Schooling
- ▶ Higher Education
- ▶ Virtual University for Small States of the Commonwealth (VUSSC)
- ▶ Technical and Vocational Skills Development (TVSD)
- ▶ Lifelong Learning for Farmers
- ▶ eLearning



HIGHLIGHTS

COL has identified five core strategies to achieve outcomes and impact: partnerships, capacity, materials, models and policy. In practice, most COL activities incorporate more than one of these strategies and, in some cases, all five. However, for ease of reference, activities have been classified in only one of the five categories.

PARTNERSHIPS

COL partners with government agencies, public institutions, civil society and other organisations to improve and extend teaching and learning services to people in the developing Commonwealth.

- ▶ Ministry of Communications, Science and Technology
- ▶ Open University of Tanzania
- ▶ African Council for Distance Education (ACDE)
- ▶ Mbeya University of Science and Technology (MUST)
- ▶ Tanzania Institute of Adult Education (IAE)
- ▶ Matumaini Mapya
- ▶ Tanzania Federation of Cooperatives
- ▶ Kagera Farmers' Cooperative Bank
- ▶ Mtandao wa Vikundi vya Wakulima Wadogo Tanzania (MVIWATA)
- ▶ Africa Enterprise Challenge Fund
- ▶ Tigo Mobile

CAPACITY

Capacity development pervades all COL activities and COL focuses primarily on human resource development.

- ▶ OER Trends in Use and Reuse
- ▶ ACDE workshops
- ▶ Course Design for the Informal Sector
- ▶ Flexible Skills Development
- ▶ Flexible Learning Approaches and Results-based Monitoring and Evaluation
- ▶ Moodle Administration
- ▶ Blended Online Teaching and Learning Strategies

- ▶ Sponsorship for ILO online gender course
- ▶ UNESCO-COL Chair workshops
- ▶ Community Learning Programme Developer's Certificate
- ▶ PowerPoint facilitation
- ▶ INVEST Africa Gender Mainstreaming
- ▶ Capacity-building for teacher educators in Sub-Saharan Africa

MATERIALS

Materials refer to learning and teaching resources including course materials, toolkits and frameworks. Materials are produced through collaboration with partners, or by partners themselves with COL support.

- ▶ Audio and Video Learning Materials for TVET
- ▶ Multimedia Video Development
- ▶ Farm Radio Programme Development

MODELS

A model is a coherent set of structures and processes that has been shown to work in more than one context to achieve specific results. Models can range from broad approaches to more specific instruments.

- ▶ Lifelong Learning for Farmers model

POLICIES

A policy is a high-level statement of ambition that specifies the outcomes to be achieved and that guides decision-making through a defined course of action. COL supports the development of policy for organisations and institutions as well as for governments.

- ▶ Institutional ODL Policy development
- ▶ Open Schools Quality Assurance Policy development

OTHER

- ▶ Speeches and presentations
- ▶ Contribution to COL publication



LOOKING FORWARD: 2015–2021

In the lead-up to the 2014 Regional Focal Points Meeting, COL's Focal Point for Tanzania was asked to identify the country's top priorities and what COL can do to further support the national agenda of Tanzania. The following areas were identified:

- ▶ Developing of OER materials
- ▶ Developing of National Quality Assurance policy to support delivery of quality distance education programmes
- ▶ Supporting of collaborative Open Schooling Research in use of mobile phones and vocationalisation of secondary education
- ▶ Developing and delivering of online courses, including programmes for attracting out-of-school children into distance learning institutions
- ▶ Monitoring and evaluation of learning progress/learners achievement in Open Schools, including tracer studies of ODL graduates to determine quality and credibility of programmes in the market

Appendix: COL's Activities in Tanzania

PARTNERSHIPS

African Council for Distance Education (ACDE) Memorandum of Understanding

COL participated in a meeting with the ACDE office bearers to establish a partnership to carry forward COL's work in quality assurance and capacity-building among ACDE member institutions. A Memorandum of Understanding between COL and ACDE has since been signed, which outlines the following three areas of collaboration:

1. Capacity-building for research in ODL
2. Quality assurance activities including COL's Review and Improvement Model (COL-RIM)
3. Leadership training for member institutions of the ACDE.

INVEST Africa

Mbeya University of Science & Technology (MUST) is one of 13 key institutions in the COL INVEST Africa activity, which aims to improve quality and efficiency and increase access in TVSD, particularly for women and informal sector workers.

Through INVEST Africa, COL has been working with 13 institutional partners to take active steps to bring more girls into TVET and to support them in male-dominated vocational areas. Institutions have been establishing Women in Technical Education (WITED) chapters and encouraging more girls to enrol for TVET. At **MUST**, the access programme has recruited 185 girls to study a special bridging course and have a chance to be rewarded with a place in the diploma programme if they are successful.

COL met with **Professor Evelyn Mbede**, Director of Science and Technology at the Ministry of Communications, Science and Technology in Tanzania, in November 2013 to discuss COL's work with INVEST Partner **MUST** and how the ministry can support them. COL also gave a presentation on INVEST Africa at the Commonwealth Association of Polytechnics in Africa (CAPA) Conference in Arusha, Tanzania from 25 to 26 November 2013.

COL supports an INVEST online community of practice called the Community Learning Network (CLN) which currently has 1,182 members. In all, **90 members are from MUST** and are engaged in informal learning and collaboration.

PARTNERSHIPS: MEETINGS AND CONFERENCES

7th Pan-Commonwealth Forum (PCF7)

Mr Gosbert Kaserwa of Matumaini Mapya, **Mr Belingtone Mariki** of the Tanzania Institute of Adult Education, **Mr Willigis Mbogoro** of the Tanzania Federation of Cooperatives, **Professor Tolly S.A. Mbwette** of the Open University of

Tanzania (OUT), and **Professor Joseph Msambichaka** of MUST attended the forum.

Regional Focal Points Meeting

Dr Wilberforce Meena, Acting Deputy Director, Institute of Adult Education, represented Tanzania at the meeting.

ACDE Meetings

COL participated in the International Advisory group meeting of the African Council for Distance Education – Quality Assurance and Accreditation Agency (ACDE-QAAA) held in **Dar es Salaam** from 5–7 December 2012 to help finalise the QA toolkit for ODL institutions in Africa. Fifteen people attended the meeting, including representatives from Sri Lanka and the United Kingdom. The meeting enabled participants to validate the contextualisation of COL's QA toolkit for Africa. The contextualised toolkit was later adopted by ACDE and endorsed for adoption by all member institutions.

The fourth ACDE Conference and AGM was held on 6 to 9 June 2014 in Victoria Falls, Zimbabwe. COL supported the pre-conference workshop on Quality Assurance Frameworks for trainers from different ACDE member universities who will in turn train their colleagues in their respective institutions. The workshop was held from 3 to 4 June 2014.

OER Policy Forum

From 22 to 24 May 2013, COL, UNESCO and the South African Departments of Basic Education (DBE) and Higher Education and Training (DHET) hosted a Southern African OER Policy Forum in Johannesburg, South Africa, which had two main objectives:

1. to provide a forum to share ideas about the challenges being faced in enhancing access to and quality of education in Southern Africa and about how OER may be used to tackle some of these challenges; and
2. to identify and discuss national and regional educational policies that can support OER use, as well as factors that promote or impede development and implementation of sustainable OER policies.

It is part of COL's OER policy agenda and commitment to support the implementation of the Paris OER declaration. The intention is to follow up this regional meeting with country-level consultations and workshops aimed at supporting the development of country-level OER policies. Attending the forum were **Professor Honoratha Michael Kisenge Mushi**, Dean, Faculty of Education, Adult and Distance Education of OUT and **Dr Fidelice Mafumiko**, Acting Director of the Institute of Adult Education.

Regional Symposium on Open Education

COL, in collaboration with the Kenyan Ministry of Education, convened a national and regional symposium on open education on 6 to 7 June 2013 in Nairobi with funding support from the William and Flora Hewlett Foundation. The symposium included representatives from 10 countries, covering both post-secondary and secondary levels of education, with special emphasis on open policy development and adoption at open schools in Africa and South Asia. The symposium concluded with draft plans for institutional OER policy developed. **Baraka Kionywaki**, Head of the Distance Education Department of the Institute of Adult Education, attended the meeting.

Distance Education and Teachers' Training in Africa (DETA) Conference 2013

COL supported the Steering Committee of the **Distance Education and Teachers' Training in Africa (DETA) Conference 2013** on "Teacher Education and Development in Africa: The Need for Access, Equity, Sustainability, Quality and Relevance within the Context of Globalization," held at the University of Nairobi, Kenya, from 30 July to 1 August 2013. Fourteen candidates (seven men and seven women) were supported to attend the conference: 10 people from Kenya, one from Rwanda, and **three from Tanzania**. **Ms M. Nkabu, Mr J. Antunes and Mr E.J.W. Chakwera** of Tanzania attended the conference.

INVEST Partners Meeting

In December 2012, a total of 24 INVEST Africa institutional Principals and champions from Nigeria, Kenya, The Gambia, Tanzania, Ghana and Zambia attended a five-day Partners' Meeting in **Lusaka, Zambia**. The meeting reviewed the capacity-building activities of the past six months and planned for the coming year. **Noel Mbonde** and **Erick Mapunda** of MUST attended the meeting.

COL facilitated the 2013 Annual INVEST Africa Partners' Meeting hosted by Auchu Polytechnic from 28 to 30 November 2013. The Annual Partners' Meeting is an important part of the M&E for INVEST Africa. It enables Principals to meet and engage with the change process in their institutions, benchmark their progress, and add input to future activity planning. The meeting was attended by 12 Institutional Heads and served to review activities and achievements in 2013 and plan for 2014. **Professor Joseph Msambichaka**, Mbeya University of Science and Technology, participated in the meeting.

COL held the fifth Annual Partners' Meeting for the INVEST Africa capacity-building programme in December 2014,

in Nairobi, Kenya. The meeting was attended by Principals from 13 partner organisations, plus policy advisors from five countries. The meeting was led by COL Education Specialist – TVSD, and Ms Shafika Isaacs, the TVSD Evaluation Consultant.

CAPACITY

OER Trends in Use and Reuse

COL conducted a one-day seminar on OER Trends in Use and Reuse at the Kinondoni Regional Centre on 4 December 2012 to help build faculty capacity in OER usage. **Twenty-seven faculty members** from the **Open University of Tanzania** attended the seminar.

ACDE Workshops

The first activity under this partnership was a workshop organised by ACDE and supported by COL on research methods and tools in ODL. It ran from 17 to 19 June 2013 at Arusha, Tanzania, for ACDE member institutions and had 19 participants from six countries.

An ACDE Regional Train the Trainers workshop on QA Framework from ACDE member universities was held in June 2014. Thirty academics from seven institutions, including **OUT** attended.

Course Design for the Informal Sector

In January 2013, COL facilitated a workshop on course design for the informal sector. This was attended by 22 participants from the 13 INVEST Africa partners. This workshop supported the development of plans for new and existing short courses. **Mr Joel Mbwiga** and **Mr Watson Yotham** from MUST participated in the workshop.

Flexible Skills Development

There have been seven presentations of the Flexible Skills Development online course in this programme period. The course introduces the flexible and blended model of TVET and covers ICT in Education, Change Management, Talking Strategy and the Teachers FaB Competency Framework. Teachers from **MUST** have participated in all seven courses.

Flexible Learning Approaches and Results-based Monitoring and Evaluation

In November 2013, COL facilitated a two-day workshop for **42 staff members of MUST** to strengthen flexible learning approaches and introduce results-based monitoring and evaluation. MUST is strengthening their ODFL approaches and increasing access, especially for girls.

Moodle Administration

Two staff members from MUST, **Imani Mwalumbwe** and **Marco Songela**, participated in online Moodle administration training in 2013. This was followed up by a review of the MUST Moodle platform in October 2014.

Blended Online Teaching and Learning Strategies

In September 2014, Johann Fouche, COL consultant from South Africa, facilitated a 5 day workshop on Blended Online Teaching and Learning Strategies at Mbeya University of Science & Technology for 25 teachers. The aim of the course was to explore contemporary teaching and learning strategies and incorporate them into new online course content for blended delivery. Participants all started developing elearning courses.

Sponsorship for ILO Online Gender Course

COL sponsored **Ms Albertina Leonard** to participate in the ILO online course Gender in the Global Development Agenda: Tools for Gender-Sensitive Planning and Implementation. **Ms Leonard** subsequently established a WITED Chapter (Women in TVET and Development) at MUST to bring together staff wanting to advocate for increased access to TVET for girls.

UNESCO–COL Chair Workshops

The COL Chair at OUT carried out three capacity-building workshops on Online Course Design and Development and Learning Management Systems (LMS). Academics from all eight regional centres of the university participated (**45 academics, 15 heads of departments and three staff from the library**). A total of 42 courses were added to the OUT LMS as an output of these workshops. The participants developed skills in eLearning practices, online learner facilitation, development of online courses, use of OER and digital editing and multimedia.

The Open University of Tanzania's COL Chair programme conducted an additional two workshops: ODL writing skills workshop from 31 March to 2 April (attended by **11 staff members**) and OER capacity-building workshop on 21 March 2014 (attended by **seven staff members**).

Through the **COL-UNESCO Chair**, additional capacity-building workshops on ODL, online course development, multimedia development and integration, ICT, and mobile application systems are underway.

Community Learning Programme (CLP) Developer's Certificate

Four regional distance training and mentoring courses have been developed and delivered through a partnership between

COL and its Healthy Communities partners as part of the **Community Learning Programme (CLP) Developer's Certificate**, which will result in new CLP design and delivery.

Two editions of the 5-week "Communication for Development (C4D): Why. How. Now." e-course were run in 2013/2014. In October to November 2013, **two participants** from Tanzania were trained. In February to March 2014, **eight participants** received training.

The 10-week "Research for Planning" e-course was run in 2014. In April to June 2014, **two participants** from Tanzania received training, resulting in research reports and CLP plans.

PowerPoint Facilitation

A course for teachers on PowerPoint facilitation was developed on Moodle by COL consultant, Jan Deurwaarder. In September 2014, COL consultant, Sandy Hirtz, began offering the course to 50 teachers across the 13 INVEST Africa partner institutions, which include MUST.

INVEST Africa Gender Mainstreaming

A workshop on gender mainstreaming in TVET was facilitated in Kenya in November 2014 with 29 participants from 13 INVEST Africa partner institutions. The facilitator was COL Consultant Jennifer Mudge from the UK. The workshop aimed to explore concepts and issues in gender and develop strategies for institutional gender mainstreaming. Two people attended from MUST.

Capacity-Building for Teacher Educators in Sub-Saharan Africa

The Open University of Tanzania has been selected to participate in the project "Capacity-Building for Teacher Educators in Sub-Saharan Africa: Using Information Communication Technologies (ICTs) and Pedagogical Development," which will kick off with a workshop in Singapore from 4 to 8 May 2015. OUT is sending **three participants** to the workshop. COL is collaborating with the Technical Cooperation Directorate (TCD), Ministry of Foreign Affairs in Singapore, and the Singapore National Institute of Education (NIE) in mounting this training programme.

MATERIALS

Developing Audio and Video Learning Materials for TVET

In August 2012, Masai TTI in Kajiado, Kenya, hosted an international workshop for 11 INVEST partner institutions on developing audio and video learning materials for TVET. The workshop was facilitated by COL consultants Jack Koumi from the UK and Flora Okuku from Kenya. Participants came

from six countries and **two were from Mbeya University of Science & Technology**. Participants have been working on audio, video and audiovisual materials and will continue to develop their skills and share their materials on the INVEST online Community Learning Platform.

Multimedia Video Development

A multimedia workshop was held in a rural part of Namibia from 24 May to 3 June 2013, where 11 teachers were trained on how to translate their lessons, in script form, into good videos through recording. Eight lessons in Mathematics and English were recorded. **Mr Belington Mariki**, faculty member at the Institute of Adult Education, Tanzania, joined the team's online work sessions through BaseCamp, BlackBoard and Skype.

Farm Radio Programme Development

Twenty-four broadcasters were trained and mentored in radio programme development through two editions of a COL/Farm Radio International distance course run from September to December 2012 and September to December 2014. Participation in 2012 resulted in six new/improved regular farmer programme designs, one of which was a competition winner and received seed funding from Farm Radio International (**Susuma Msikula**, Mtandao wa Vikundi vya Wakulima Wadogo Tanzania [MVIWATA], Morogoro).

MODELS

Lifelong Learning for Farmers

The L3F programme, supported by the Department of Foreign Affairs Trade and Development (DFATD) Canada, began consultations with stakeholders in Ghana and Tanzania.

Two participants from the **Tanzania Federation of Cooperatives Ltd (TFC)** and **Matumaini Mapya Savings and Credit Cooperative (MM SACCO)** of Bukoba participated in a L3F workshop held in Nairobi during July 2013.

In August 2013, COL visited Tanzania and met with TFC in Dar es Salaam, and Matumaini Mapya SACCO and **Kagera Farmers' Cooperative Bank (KFCB)** in Bukoba to launch the L3F activities.

In Bukoba, two workshops were conducted to familiarise the organisations with the concept and practice of L3F and to develop log-frame-based action plans. The initiative has identified specific target groups such as widowed women from poorer communities.

COL held a four-day workshop from 26 to 30 November 2013 in Accra to define and identify ways to:

1. launch L3F in the paddy belt of Central Ghana, beginning with a study; and
2. strengthen L3F in Tanzania with training in ODL and value-chain analysis of the sunflower.
3. advance the process of integrating gender in L3F in Africa.

Mr Gosbert Kaserwa of MM, **Mrs Alden Kilaja** of KFCB and **Mr Willigis Mbogoro** of TFC participated in the workshop.

A training programme was conducted for **25 participants** from KFCB, TFC and Matumaini Mapya in ODL and in mobile phone-based learning. A course on financial literacy in Swahili has been finalised.

A value-chain survey for sunflower has been completed in Bukoba by COL consultants. A report outlining conclusions and recommendations has been submitted.

The following progress was reported by local partners in 2014:

- ▶ TFC observed that an increasing number of SACCO members are listening to the community radio programme on financial literacy and L3F.
- ▶ According to TFC, there is an increase in the saving habits of SACCO members after the introduction of L3F.
- ▶ TFC has developed their own mobile SMS system, "Bongo Live," for disseminating materials and monitoring purposes.
- ▶ **25 SACCOs** of Njombe District have agreed and now are in the process of forming a SACCO Union which will be a platform for SACCOs as well as way of replicating the L3F/ODL in other SACCOs within district.
- ▶ MM has observed an increase of radio and mobile phones in sharing agriculture and banking information as well as in transacting business among women.
- ▶ MM has signed Partnership Agreements with selected radio stations and local TV channels and aired over **140 L3F programmes**.
- ▶ MM reports **1,560 telephone calls** were made to MM and ICT service providers seeking clarifications on what was aired.
- ▶ Through negotiations with a local mobile phone company (TIGO), **415 L3F participating farmers** (286 women and 129 men) were issued with free TIGO SIM Cards and **243 members** (165 women and 78 men) previously with no mobile phone sets received discounted sets.
- ▶ KFCB has mobilised **76 SACCOs with 3,000 members** and has introduced community saving schemes.

Also in September 2014, COL had review meetings in Dar es Salaam and Bukoba with L3F partners such as the Tanzanian Federation of Cooperatives (TFC), Kagera Farmers'

Cooperative Bank (KFCB), Bukoba, and Matumaini Mapya (MM), Bukoba. The meetings helped identify the strategies for 2014/2015. The field visits revealed that there is strong horizontal learning using mobile phones, radios and CDs in the L3F communities' and the role of L3F in influencing financial literacy and table banking among the rural communities is becoming evident. Matumaini Mapya has mobilised more than **2,500 members** in its SACCO after joining L3F. It has introduced table banking in many groups. The group members using credit from SACCO as well as from table banking have started agricultural enterprises such as a banana-bean cultivation, apiary, etc. A case study shows that the income from these enterprises is helping women members to invest in household food security as well as in education.

POLICIES

Review and Development of Institutional ODFL Policy

During May and June 2013, an online review of institutional ODL policy involving 12 INVEST Africa partners took place, working in a collaborative process to review their policies.

In August 2013, a workshop on ODFL policy development was held in Nairobi, Kenya, for 12 institutional partners of INVEST Africa. As a result of this workshop 12 institutional ODFL policies have been developed including **one from MUST**. The process and workshop were facilitated by COL Consultant Ed Du Vivier from Lesotho.

Quality Assurance Policies for Open Schools

A Quality Assurance Workshop was held in Mozambique in March 2014. Based on the workshop, participants drafted QA policies. **Ms Leonia Kassamia** and **Mr Rashid Chuachua**, Institute of Adult Education, Tanzania, participated in the workshop.

OTHER

Speeches and Presentations

The President and CEO of COL gave a public lecture on 5 August 2013 at **OUT** on "New Trends and Developments in ODL."

The Education Specialist TVSD gave a keynote speech at the conference of the Commonwealth Association of Polytechnics in Africa in Arusha, in November 2013. The presentation was entitled 'COL & CAPA – INVESTING in Africa'. She attended a dinner with **His Excellency, Vice President of the United Republic of Tanzania**, and the **Honourable Minister of Education**.

Contribution to COL Publication

Mrs Lambertha Mahai, former Director of the Institute of Adult Education in Tanzania, contributed a chapter titled "Helping Other Women to Become Leaders in Open Schooling" to the book *Women and Leadership in Open and Distance Learning and Development*, published by COL.

LEARNING FOR DEVELOPMENT

COL is an intergovernmental organisation created by Commonwealth Heads of Government to encourage the development and sharing of open learning and distance education knowledge, resources and technologies.

VISION: To be the foremost global agency that promotes learning for development

MISSION: To help governments and institutions to expand the scale, efficiency and quality of learning by using open, distance and technology-based approaches

CORE STRATEGIES: Partnerships, capacity, materials, models and policies

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